

Exploring the Standards of Quality for PreK

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Purpose of the Session

- Increase participants' awareness of the existence of standards and expectations for pre-kindergarten
- Provide hands-on opportunities for participants to explore the Michigan Standards
- Discuss how standards integrate with curriculum and assessment

Early Learning Standards

Forty-five states have at least some standards and expectations that describe the kinds of development and learning that should be taking place.

Pros and Cons

- Pros to Early Learning Standards
- Cons to Early Learning Standards

What do you think?

Benefits of Early Learning Standards

- Recognizes the children's potential for learning and therefore the value and importance of providing quality early childhood programs
- Sets expectations for children at different ages and a commonality for communication about children's accomplishments and capabilities

Making Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines, Gronlund, Gaye, Redleaf Press, NAEYC 2006.

Benefits of Early Learning Standards

- Provides a framework for accountability
- Learning standards and developmentally appropriate practices go together. Learning standards are incorporated into play, into emergent curriculum and projects, and into small and large group times.

Making Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines, Gronlund, Gave

Redleaf Press, NAEYC 2006.

Curriculum Framework

- Is research-validated
- Covers all domains
- Drives instruction
- Guides the implementation of the Early Childhood Standards of Quality for Pre-kindergarten
- Requires extensive and on-going staff training

Selecting Curriculum Models

Guiding Questions

- Is the curriculum “research-based”?
- Is staff development recommended?
- Are both scope and sequence included in the design?
- What domains are included?
- Are the materials appropriate?
- Is there a balance of teacher planned and child initiated activities?

Selecting Curriculum Models

- Are materials available throughout the learning environment to support systematic child observation in order to assess the children's abilities?
- Are the teacher materials appropriate?
- Is the curriculum aligned horizontally with the Standards of Quality?
- Is the curriculum aligned vertically with the local kindergarten standards, curriculum and assessment?

Suggested Curriculum Models

- Bank Street
- Creative Curriculum
- High/Scope
- Montessori
- The Project Approach
- Reggio Emilia
- Theme-based

Resources For Curriculum Models

- Bank Street-www.bnkst.edu
- Creative Curriculum-
www.teachingstrategies.com
- High/Scope-www.highscope.org
- Montessori-www.montessori.org
- The Project Approach-www.project-approach.com
- Reggio Emilia-www.reggioalliance.org
- Theme-based-Kostelnik,
Whiren, Soderman

Supplemental Curriculum

- For additional Assistance or Enrichment
 - Language and Literacy
 - Emerging Math
 - Social/Emotional
 - Physical Development
- Use the same guiding questions

Michigan Standards of Quality for PreK

Let's look at the Table of Contents!

Standards of Quality for Preschool

Quality Program Standards

- Categories
- Framework
 - Program Standard
 - “A quality program...”

Program Quality Standards

Early Learning Expectations

- Categories
- Framework
 - Early Learning Expectations
 - “Children typically...”

Program Quality Standards

Small Group Activity

- In groups of 4, discuss the card items you were given. Is it a Program Standard or an Early Learning Expectation?
- Decide where the cards should be placed on the post-its found around the room.
- Place them.
- Report out.

Standards Activity

- Review cards
- In your small groups, discuss what category(ies) of the Early Learning Expectations the items may support.
- Decide where the cards should be placed on the post-its found around the room.
- Place them.
- Report out.



Making the Standards Come Alive

- In your small groups you will be given an Early Learning Expectation.
- How are/can you implement the Early Learning Expectations in your programs? What training might you and the other staff need?
- Records your ideas and report out.

Using Authentic Assessment

How do you assess children's learning and accomplishments related to the standards?

Systematically through:

- observation,
- interviews,
- portfolios,
- projects,
- other sources

Assessment

- Is research-validated
- Covers all domains
- Is collected systematically
- Measures how the curriculum is implemented
- Requires extensive and on-going staff training

Assessment

Evaluate all the information you have about a child. This is where the early learning standards come into play.

- Has the child accomplished each particular standard or not?
- If not, where is he on a spectrum of progress toward accomplishing the standard?

Assessment continued

- If the standard has been accomplished, what is the next step in acquisition of skills and knowledge that he is ready for?
- What curriculum plans will best meet this child where he is and help him to move on his progress and accomplishments?

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Assessment Tools

Program Environment, Parent Involvement,
Administration:

NAEYC Accreditation

Program Quality Assessment (PQA)

Early Childhood Environmental Rating Scale-R

Classroom Assessment Scoring System
(CLASS)

Quality Rating System

Assessment Tools

Child Development:

Child Observation Review (COR)

Creative Curriculum Continuum

Work Sampling

Communicating With Others

“By ‘consciously’ identifying standards in our lesson and activity plans, in our daily routines, and as we see them in the play and exploration of young children, we will help others see how standards are interwoven in all that we do with the children.

And by ‘explicitly gathering evidence of how standards are met,’ we will be able to show others just what we are seeing when children demonstrate for us the progress they are making toward specific learning goals. We have to provide ‘windows on learning’ to those who do not see children’s development in action as clearly as we do. (Harris Helm, Beneke, Steinheimer 1998).

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Redleaf Press, NAEYC 2006.

Never Underestimate the Abilities of A Child

